

MI-Access Functional Independence English Language Arts Assessment Performance Level Descriptors

	EMERGING	ATTAINED	SURPASSED
Grade	Based on the <i>Functional Independence Extended Grade Level Content Expectations</i> , students who are emerging toward the performance standard should typically be able to...	Based on the <i>Functional Independence Extended Grade Level Content Expectations</i> , students who attained the performance standard should typically be able to...	Based on the <i>Functional Independence Extended Grade Level Content Expectations</i> , students who surpassed the performance standard should typically be able to...
3	<u>Word Recognition</u> Use picture-printed word associations to identify some common vocabulary words, including <ul style="list-style-type: none"> personally meaningful words, frequently encountered words, and functional words. 	<u>Word Recognition</u> Use picture-printed word associations to identify many common vocabulary words, including <ul style="list-style-type: none"> personally meaningful words, frequently encountered words, and functional words. 	<u>Word Recognition</u> Use picture-printed word associations to identify most or all common vocabulary words, including <ul style="list-style-type: none"> personally meaningful words, frequently encountered words, and functional words.
4-8 and 11	<u>Word Recognition/Vocabulary</u> Use context clues and word analysis skills to identify some common vocabulary words, including <ul style="list-style-type: none"> frequently encountered words, and functional words. 	<u>Word Recognition/Vocabulary</u> Use context clues and word analysis skills to identify many common vocabulary words, including <ul style="list-style-type: none"> frequently encountered words, and functional words. 	<u>Word Recognition/Vocabulary</u> Use context clues and word analysis skills to identify most or all common vocabulary words, including <ul style="list-style-type: none"> frequently encountered words, and functional words.
3-8 and 11	<u>Text Comprehension</u> Demonstrate some literal understanding when accessing print from appropriately leveled narrative, informational, and functional texts. The student may identify some of the <ul style="list-style-type: none"> meanings of key vocabulary words, main ideas and important details from the text, simple story elements from narrative text, text types and/or patterns for informational text, and authors' purposes and use of techniques. <u>Expressing Ideas</u> Attempt to respond to prompts through personal narratives and informational pieces that typically <ul style="list-style-type: none"> provide little focus and development of the topic; show little or no organization; and demonstrate very limited control over vocabulary or sentence formation. Errors in language and/or visual conventions may make understanding difficult or nearly impossible.	<u>Text Comprehension</u> Demonstrate literal understanding and make simple inferences when accessing print from appropriately leveled narrative, informational, and functional texts. The student will identify many of the <ul style="list-style-type: none"> meanings of key vocabulary words, main ideas and important details from the text, simple story elements from narrative text, text types and/or patterns for informational text, and authors' purposes and use of techniques. <u>Expressing Ideas</u> Respond to prompts through personal narratives and informational pieces that typically <ul style="list-style-type: none"> are mostly focused on the topic, are elaborated with some details and/or examples, are organized in a somewhat logical sequence, and show some attention to word choice and syntax. Errors in language and/or visual conventions do not interfere with understanding.	<u>Text Comprehension</u> Demonstrate literal understanding and make simple inferences when accessing print from appropriately leveled narrative, informational, and functional texts. The student will identify most or all of the <ul style="list-style-type: none"> meanings of key vocabulary words, main ideas and important details from the text, simple story elements from narrative text, text types and/or patterns for informational text, and authors' purposes and use of techniques. <u>Expressing Ideas</u> Respond to prompts through personal narratives and informational pieces that typically <ul style="list-style-type: none"> maintain a focus on the topic, provide development of the topic with appropriate details and/or examples, are organized in a logical sequence, and show attention to precise word choice and syntax. Errors in language and/or visual conventions do not interfere with understanding.

**Please note that while the Performance Level Descriptors are the same for certain grades, the content and vocabulary in the grade level assessments is not. The content and vocabulary increase in depth, breadth, and complexity as students reach higher grade levels.*